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ADMINISTRATOR'S REVIEW OF EDUCATION SECTOR IN AFGHANISTAN
AID/W COMMENTS ON USAID/A'S BACKGROUND PAPER

I. STATEMENT OF GOALS

A. Afghanistan Education Goals:

The shortage of trained manpower is more severe, hence, a greater barrier to development in Afghanistan than it is in most underdeveloped countries. The Royal Government of Afghanistan has placed high priority on improving this situation, but the magnitude of the task is considerable with only 10% of the population literate, only 16% of the primary school age children in school, and a drop-out rate after the sixth grade of about 75%. Faced with popular pressures and the need for more teachers, more buildings, more materials, etc., the RGA has tended to plan in terms of purely quantitative goals. Only recently has thought been given to the need for relating education goals to other aspects of national development. In response to this need, increasing resources are being brought to technical higher education and teacher training through a blending of the contributions of various foreign donors.

B. USAID Education Goals:

Within the broad goals of the RGA, the USAID will support those education activities that effectively advance economic and social development. The USAID objective is to assist the RGA to meet its goals to produce better trained manpower in the priority fields related to economic development. The major aspects of USAID assistance are to encourage and help the RGA to:

1. Improve the quality of education through:
 - a. Primary school curriculum revision and textbook preparation;
 - b. Secondary level teacher education and curriculum improvement;
 - c. University Administration and development of the Faculties of Education, Agriculture, and Engineering;
 - d. Expansion of in-service/on-the-job training;
 - e. Development of a system for middle-manpower training;
2. Make a more precise assessment of manpower needs; and
3. Improve planning, coordination and evaluation of educational programs.

II. USAID CONTRIBUTIONS

The USAID assistance in education is centered in contracts with Teachers College, Columbia University; University of Wyoming; Educational Services Incorporated; and Southern Illinois University. These contractors are working in primary and secondary teacher training; helping to establish a Faculty of Agriculture; and to establish secondary and university level technical education programs and facilities at the Faculty of Engineering and the Afghan Institute of Technology.

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ment of education in Afghanistan; back-
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1. Educational development - AF. 2. Issues paper -
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III. AID/W OBSERVATIONS

AID/W shares the concerns expressed by the Mission Paper and in addition wishes to raise further issues for consideration. We agree with the USAID that solution to many of Afghanistan's economic and social problems is contingent, in large degree, upon improving the quality and enlarging the scope of public education.

Agriculture and animal husbandry are, and will long remain, the basis of Afghanistan's economy. Again, quantity and quality of production are far below the potential and need; but improvement requires more and better-trained manpower, from agricultural administrations, engineers and teachers down to the peasant farmers, whose capacity for absorbing new methods and practices is limited by their low literacy level.

Industrialization, the exploitation of mineral resources and the improvement of communications all have limited potential at best; nevertheless, all of them require an adequate number of trained engineers and technicians. Existing facilities for training technicians and the process of improving the quality of their training are still inadequate. Moreover, to provide a sufficient number of candidates for such training, both the quantity and quality of middle-school and secondary school education must be greatly improved.

NOTE: USAID efforts to support vocational agriculture schools have not been very successful and in 1965 were terminated. Unless other donors assume the responsibility for advising in the VoAg education, AID/W feels USAID should again involve itself in this vital area of education. In addition, USAID efforts should support the introduction of agricultural information into the elementary grades, ideally reinforced by on-the-farm training.

The RGA, the USAID and other donors are attacking the education program on many fronts, and necessarily so. Kabul University is being assisted by A.I.D. in developing a single campus, and an improved administrative structure and in up-grading Faculties (Colleges) of Engineering, Agriculture and Education.

NOTE: There is evidence that some specialist contractors limit their interest and activities to specialized deficiencies that become self-perpetuating program goals to the exclusion of broader program concerns. Careful review should be made of the tendency to develop transplanted U. S. institutions at Kabul University. The use of English as the instructional language, the use of U.S. textbooks without collorary development of indigenous materials, the quality and content of teaching should all be carefully evaluated. Further, evaluation of "majors" offered at K. U. is needed to determine if U. S. specializations are really what graduates should have to meet Afghanistan's manpower needs.

The teacher training system for preparing secondary and primary level teachers, the revision of school curricula and the preparation of teaching materials are the foci of A.I.D. effort on the pre-university level. Teacher education is and will continue to be the area of greatest need and of greatest multiplier potential. Until recently all of the external assistance in this area came from A.I.D., but a compromise arrangement now provides for U. N. agencies to handle assistance in primary training.

NOTE: There are dangers inherent in having UNESCO provide major assistance in primary teacher training while expecting USAID to help prepare primary curricula and textbooks. Educators agree that these areas are inseparable and that RGA must show more ability now to coordinate donor assistance than has ever been previously demonstrated.

Development of the Afghan Institute of Technology (AIT) through construction of a new physical plant, training of staff, and improvement of curriculum, is designed to provide a future supply of middle-manpower technicians. Hitherto, the AIT has been chiefly a source of supply of candidates for the Faculty of Engineering. It had been planned to shift this burden to the lycees which were to be reoriented for that purpose.

NOTE: The Mission's dilemma is that reorganization of the lycees may take too much time and money, but that developing an AIT which can cover both functions (i.e., pre-university preparation and terminal middle-manpower education) may require, eventually, a dramatic expansion of the AIT project.

IV. SUMMARY

The view of the RGA that it is "too poor to refuse any offer of assistance" has led us to some instances of duplication and waste. When U. S. assistance began, more than a decade ago, we could not wait to gather, organize and analyze data on social and economic needs before plunging into a desperate situation where "any help was valuable help". Unfortunately, in the succeeding years, A.I.D. continued to offer assistance without undertaking necessary educational and manpower research. Even today our program of assistance to education is not based upon reliable manpower data but rather upon opinions of what is thought to be necessary to the Afghan development. AID/W should encourage and give full support to the USAID plan for assisting the RGA in a systematic study of manpower requirements. This study, coming as it does many years late, should be given top priority as the basis for future education program planning.

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Prepared by USAID/Afghanistan
January 24, 1966

BACKGROUND PAPER

UNITED STATES ASSISTANCE TO THE DEVELOPMENT OF EDUCATION
IN AFGHANISTAN

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I. INTRODUCTION TO AFGHANISTAN

A. The country and People

Afghanistan has an area of about 270,000 sq. miles which is less than the size of Texas. Its population is estimated at between 13 and 14 million; increasing at a rate of about 2 per cent annually. Mountains and deserts segment the country into distinctive climatological and ecological regions. Terrain limits human settlements, handicaps transportation, and in most parts of the country -- combined with a shortage of water -- renders difficult all but subsistence agriculture. Natural resources (gas, iron ore, coal, semiprecious metals) exist in commercially marginal quantities.

Urbanization is limited -- less than 10 per cent of the people live in settlements larger than 20,000. Of all urban centers, only the capital, Kabul, is a full-fledged city with a reasonably diversified economy commanding a hinterland that can support its population of about 400,000.

An estimated 2 million people are nomadic or semi-nomadic. Almost all the population earn their living from agriculture, including animal husbandry. Islam is the religion of 99 per cent of the people, but its role as a unifying force is limited. The population is divided by major ethnic, tribal, and linguistic differences. It is the Government's policy to overcome these differences and to weld the people into a nation. However, divisive traditions have been slow to dissolve.

B. Historic Development of the Government

Traditionally a landlocked buffer state, Afghanistan became a political entity in the nineteenth century as a result of a stalemate between Britain's and Russia's ambitions. The country was under British protection until after the First World War, when it attained full independence. The British, however, were concerned primarily with Afghanistan's foreign relations, and contributed little to the country's domestic institutions, or to its social and economic development.

An attempt by King Amanullah to bring about rapid modernization ended in a revolt in 1928. At the end of a nine-month interregnum, Nadir Shah, the father of the present King, assumed power. He was assassinated in 1933 and was succeeded by his 19-year old son, Zahir, who is still king. From the 1930's until fairly recently Afghanistan's evolution was slow, characterized by shifts between conservatism and liberalism, the former predominating. Change, if any, was instigated from above. In the last two years, however, some significant democratic processes have been introduced. A new Constitution was enacted. The country's first free parliamentary election was held in the summer of 1965. The electoral campaign did much to bring an awareness of the political process to remote parts of the country for the first time. The present Government

of Prime Minister Maiwandwal, appointed in November 1965, appears more responsive to the needs of the country as a whole than any of its predecessors. The existence of an elected Parliament of provincial representatives now provides an opportunity for the demands of rural Afghanistan to be heard in Kabul.

The tradition of strongly centralized Government, however, still persists. Delegation of responsibility and decentralization of authority to the 29 provincial governors and their staffs is hampered by lack of qualified personnel.

Afghans have not yet developed an intellectual tradition. Since the turn of the century, a few Afghans have been educated abroad each year by the Government. An out-dated European-type school system has slowly emerged. It has fostered rote learning and has not generally prepared students to cope with modern ideas in a rapidly changing world. Moreover, the school system serves only a small percentage of the people. In 1965, only 3% of the total population was in school; approximately 90% of the population is estimated to be illiterate.

Because of a shortage of trained and imaginative administrators who can execute the complicated tasks of modern government, Afghanistan relies heavily on foreign experts to advise and assist in its operations. Formation of a qualified corps of governmental administrators and technicians is hampered by a low salary scale. Modern concepts of planning, establishing priorities, budgeting and accounting and public administration are relatively new.

Given the tradition of centralization and the lack of trained personnel the Royal Government of Afghanistan (RGA) is administered by a comparatively small number of high ranking officials. The present cabinet appears to be the best collection of talent yet put together to run the country. This Government appears to view itself as a new departure -- almost as if a new political party has assumed power in this partyless country. There are indications that it will not necessarily maintain the undertakings of its predecessors without critically reassessing them.

C. Economic Factors

The economic base of Afghanistan is primarily agricultural with an estimated 90% of the people engaged mostly in primitive subsistence agriculture. Its industrial sector is embryonic, and its limited physical infrastructure has been largely provided by foreigners. Fundamental to these factors is the dearth of manpower trained or prepared for training in any but the simplest of tasks. Data on physical and human resources and production are too sketchy to be useful, although there is indirect evidence that total per capita output

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(mostly agricultural) is not changing significantly. Afghanistan's small exportable surplus is oriented toward the Eastern Bloc where a positive trade balance is maintained. Recent natural gas finds in the north are being developed by the Soviets, with high expectations. Karakul is the main export to the west, but it and other exports such as carpets, wool, and casings fall short of financing the level of imports desired from the west.

The RGA has been striving in recent years to mount a major development effort on this limited foundation with little in the way of supporting data or analysis. In 1957 the First Five-Year Plan was inaugurated. This Plan involved the expenditure of Af\$ 16.6 billion, 60% of which was financed by foreign aid. The US and USSR were principal contributors; Germany (FRG) and Czechoslovakia made relatively small contributions. The Second Plan (1962-66) called for expenditure of Af\$ 44.5 billion, almost three times that of the First Plan and more than double the amount of foreign aid. This Plan has been overly ambitious despite the massive foreign assistance. It has been revised downward to an estimated Af\$ 25 billion due to inflation, foreign exchange shortages, and budgetary crises. Significant relief in recent months resulted from a series of financial reforms imposed by the International Monetary Fund (IMF) as a prerequisite for its assistance. The economy remains overexposed to recurrences of these conditions, however, since development outlays to date have emphasized either long-gestating projects or projects where initial returns were more political or social than economic.

A shift in development policy toward greater emphasis on early economic returns appears to be emerging in the formulation of the Third Five-Year Plan for the period 1967-71. The key limiting factor, however, is Afghanistan's lack of a broad spectrum of skills and experience in sufficient depth -- both in the public and private sectors -- for it to move ahead very quickly on the economic front.

II. PRESENT STATUS OF EDUCATION

A. General

The Afghan educational system is based on a traditional European model of primary, middle and secondary schools and a university. The system is centrally controlled. For years formal education in Afghanistan lagged behind that of other nations in the region. However, there has been since 1950 an increased emphasis on education marked by the introduction of outside technical and economic assistance.

The total number of schools has increased from 413 in 1951 to 2,000 in 1965 for a school population of 406,000. Almost half of the schools are housed in nongovernment built and owned buildings. Many classes are held in the open because of the shortage of classrooms. More than 90% of the villages of the nation are still without schools. There is an acute shortage of teachers at all levels. Eighty per cent of those presently teaching have had little or no training. Curricula are outmoded and textbooks and teaching

materials are practically nonexistent. Those that are available are for the most part outdated. In the age group 10 years and over it is estimated that 92% are illiterate, 86% of the males and 98% of the females.

B. Organization and Administration

The Ministry of Education (MOE) is organized under a Minister who has two Deputy Ministers heading two broad functional areas of administration and instruction. Each area consists of departments or directorates headed by presidents or directors. The structure is unwieldy and out of balance. Some departments, such as Vocational Education, are assigned so many functions that the president is overburdened. Others, such as Scouting, have practically nothing to do. None of the offices -- from the Minister down -- are adequately staffed with supporting administrative personnel. Consequently, the presidents and directors do not function systematically but leap from crisis to crisis on a day-to-day basis. Many are poorly trained and in some cases completely untrained for their responsibilities.

In order to accelerate development of the educational system, the Ministry of Education and Kabul University, assisted by Teachers College, Columbia University (TCCU), established an Institute of Education. The Institute has functioned as an autonomous agency. It has been able to attract higher caliber personnel because it pays higher salaries and provides opportunities for advanced training in the US. The Institute has been a vehicle for the Minister of Education to develop and implement programs and administrative practices in elementary, secondary and vocational education. It will probably become an integral part of the Teacher Training Department, Ministry of Education, when the University and the Ministry are reorganized.

Each of the twenty-nine provinces has a Director of Education who is an employee of the MOE. The provincial directors, who serve under the provincial governors, supervise the primary and secondary schools in their provinces and advise on the location and type of school building to be constructed.

The University of Kabul with its nine Faculties is headed by a president (Rector) who reports to the Minister of Education, but generally operates independently. The University in consultation with the Ministries of Planning and Finance prepares and controls its own budget.

Decision-making for education is dispersed and uncoordinated. The growing popular demand for primary schooling has resulted in political pressures which shape many decisions. In general, however, MOE has the key role in decisions on educational goals; types, locations, and size of schools; teacher training, standards, assignments, and salary; school construction; curriculum; textbooks preparation, selection, printing, and distribution; examinations and

testing programs; and budgets. The Ministry is not yet well organized for the decision-making process. Staff work is relatively poor and too many decisions must be made by the Minister.

The MOE established a planning unit in April 1960 which receives full-time advice from several UN specialists and also receives advice from three bilateral aid donors -- USAID, FRG, and USSR. Planning and budgeting do not exist in the conventional sense. External assistance tends to be accepted on an ad hoc basis without regard to fitting it into any over-all plan based upon defined educational needs and without regard to the RGA's ability to absorb it. The decision as to what should be done is often determined by the foreign assistance being offered. Cultural traditions result in more attention being given to general or academic training than to the creation of mechanical/technical schools or to skills needed for development.

Education is not the exclusive domain of the Ministry of Education. The Helmand Valley Authority has established schools independently of the Ministries to meet their own needs. These include the Cadastral School under the Ministry of Finance; the Aviation School under the Air Authority; the Topographic School, the Mining School, and the Industrial Management School, under the Ministry of Mines and Industries; the Agricultural Institute under the Ministry of Agriculture; the Institute of Health under the Ministry of Health; and the Rural Development School in the Ministry of the Interior.

The Ministry of Planning has not yet exercised much influence in shaping a development strategy for the education sector, either as a creator or as a critic. Its chief influence has been to control the size of the development budget (primarily construction) for the Ministry of Education. This budget has been determined largely through a process of bargaining between the two Ministers with the chief guideline being the size of the prior year's budget.

The Ministry of Finance determines the operating budget of the Ministry of Education by much the same type of bargaining process. Although the education operating budget is second only to defense, it has not kept up with the expansion of the school system.

C. Primary Education

Primary level education consists of rural village schools (grades 1-3), and regular primary and provincial community schools (grades 1-6). The annual increase in enrollment over the last few years has been 19% for the village schools, and 9% in the primary schools. It is anticipated that this increase will continue and accelerate in the future. The primary school population (ages 7 to 12) in 1965 is estimated to be 2,230,000 while enrollment amounts to only 358,000, or 16.1% of the total. This enrollment is distributed over 6,500 primary school classes and 1,200 village schools.

In the primary schools there is an average of 46 pupils per teacher. The village schools average 73 pupils per teacher. (The UNESCO Regional standard for Asia is 35 pupils per teacher.) The total number of teachers needed at the primary level is 7,700. The actual number teaching, however, is 7,000. Thus, there is a current shortage of 700 teachers which is made up by teaching double shifts.

Only 20% of the primary teachers in service in 1965 were reasonably well trained, practically all of whom had completed only grade 12. Forty per cent had received some kind of partial training, and the remaining 40% were untrained.

D. Secondary Education

Secondary education includes both lower and higher level institutions. At the lower level are the middle schools, grades 7 through 9, which are academic in purpose and feed upper level lycees and teacher training schools (Darul Mo Allemeins - DMAs), grades 10 through 12. The lycees prepare students primarily for admission to the University; and the DMAs specialize in training primary school teachers. The secondary schools started in Kabul and are being established elsewhere. By 1965 about half of the 33,300 pupils enrolled were in Kabul. Only about 19% of the total enrollment (6,300) were girls.

The foreign language taught in practically all schools is English. In some lycees practical and experimental work in math and science is being conducted. The mathematics and science syllabuses used in the regular program are very much like those used in the European secondary schools during the 1930s. Normally there are no humanities courses and no optional subjects.

In 1965, an estimated 1,200 teachers were engaged in teaching in middle schools and in lycees. In Kabul schools 19% of the teachers have less than eleven years of schooling; 39% are graduates of grade 12 (lycees and other secondary schools); 14% are graduates of grade 12 of the teacher training institutions (DMAs); and 28% are university trained. In Kabul, which undoubtedly attracts better qualified teachers than other areas, 58% of the secondary school teachers still have no pre-service training in teaching methods and related professional education courses.

E. Vocational Education

In addition to the 33,300 students enrolled in the academic middle, lycee and teacher training schools, there were 11,000 students enrolled in vocational secondary schools in 1965. Thus only 25% of the secondary students were in vocational schools.

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Almost none of the vocational teachers have received any teacher training; only 2% of them are graduates of the DMA teacher training schools; 48% are graduates of grade 12; 37% are graduates of grades 9-11; and 13% have even less education. Student teacher ratios run as high as 60/1 in the general subjects and 40/1 in technical courses.

Although an estimated 90% of the population are engaged in agriculture, only two vocational agriculture schools now exist -- one in Kabul and one in Baghlan. An International Development Association (IDA) loan is expected to add another vocational agriculture school in Herat by 1970 and relocate the school now at Baghlan to Kunduz. The RGA is considering relocating the Kabul School to the Helmand Valley, perhaps using a former Morrison-Knudson Construction Headquarters. Other vocational schools are: the Afghan Institute of Technology (AIT), grades 10 through 13, in Kabul; five mechanical and craft schools, and four commercial and secretarial schools. There are also schools to train religious teachers and officials and two vocational preparatory schools. The IDA loan is expected to add two mechanical schools by 1970. (See Appendix.)

F. Higher Education

Kabul University is the only higher academic institution in Afghanistan. It provides a four-year bachelor degree program in eight faculties and a six-year program in the Faculty of Medicine. Although some faculties were started earlier, the University was formally established in 1946. In 1963, all University faculties were transferred to the new campus at Aliabad in the western section of Kabul. Five of the new campus buildings were 50% financed by USAID.

Student enrollment and the number of graduates has steadily increased over the years from a total of 1,712 students and 176 graduates in 1960 to 3,186 students and over 400 graduates in 1965. Based on the average rate of expansion over the past 15 years, enrollment at the University will more than double in the next five years and will reach 7,400 students in 1970. If the secondary education goals of the RGA are met, and if University admissions remain open to all lycee graduates, the total could reach 10,000 by 1970.

The University is a semi-autonomous institution headed by a Rector elected by the University Senate under the jurisdiction of the Minister of Education. The amount of control exercised by the Minister has varied considerably in the past depending upon the strength and personality of the incumbents.

The nine University faculties are as follows:

<u>Faculty</u>	<u>External Assistance Provided by</u>	<u>Enrollment</u>
1. Medicine (including Pharmacy and the Division of Jalalabad)	France & US Peace Corps	563
2. Law	France	509
3. Science	Germany	417
4. Letters	France	449
5. Theology	UAR	106
6. Engineering	US	293
7. Agriculture	US	140
8. Economics	Germany	364
9. Education	US	<u>345</u>
	TOTAL	3,186

The new Russian-sponsored Polytechnic is being constructed in Kabul and scheduled to open in 1967. It may eventually be associated with the University.

The organization and administration of the University is currently being reviewed by the Rector. A plan for complete reorganization has been developed for approval of the Prime Minister. The major features of the plan are (1) autonomy for the University by removing it from the jurisdiction of the Minister of Education; (2) establishment of a Board of Trustees to govern the University; (3) consolidation of responsibility for administration, academic and student affairs functions under three vice presidents responsible to the Rector; and (4) introduction of effective budget and accounting methods, entrance examinations, student placement and guidance procedures, student organizations, etc.

Major problems facing the University stem from very liberal admission policies; lack of system in testing, placement, and student relations; lack of budgetary discipline and administrative clarity; and lack of adequate planning to meet faculty manpower needs. Currently all lycee graduates are eligible for admission to the University. University education is free with students being subsidized. The enrollment saturation point for present facilities has almost been reached indicating an immediate need for selective admission policies.

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G. Teacher Training Programs

1. Primary Teacher Training

The five DMA teacher training schools are located in Kabul, Herat, Kandahar, Jalalabad and Mazar-i-Sharif. The total annual output over the past few years has been approximately 130 graduates. The IDA loan is expected to add one more DMA in Kunduz. Three or four additional schools are being considered in the Third Plan. The Academy of Teacher Training, a UNESCO/UNICEF sponsored project established in 1964, is designed to train teacher educators to staff the DMA teacher training schools as well as primary school teachers. It conducts a three-year course similar to that of the DMAs. Associated with the Academy is a primary demonstration school. The Academy has a projected annual output of 180 when fully established. The first class of approximately 90 will graduate in 1966.

An emergency teacher training scheme, conducted by the DMAs and with students drawn from twenty-five feeder schools, will supply the primary schools with 800 teachers annually beginning in 1968. The first class of 200 emergency trained teachers graduated in 1965. The teachers trained under the emergency scheme have only one year of professional training at the DMAs (grade 10) and, consequently, must be termed partly trained personnel.

In-service training has become an integral part of the upgrading of teachers. This activity provides training for teachers through consultation and participation in workshops, institutes and special courses in both winter and summer sessions. Approximately 600 teachers enroll annually for courses which offer credit toward a DMA certificate or University degree.

2. Secondary Teacher Training

To raise the qualifications of teachers for middle schools and to meet the crucial need for fully trained teachers at this level, the UNESCO Higher Teachers' College was established in Kabul in 1964. The College provides a two-year course for teachers beyond grade 12 with specialized teacher training in the sciences (including mathematics) and in the humanities (languages and social studies). This institution is planned to turn out 170 middle school teachers per year by 1967.

Teachers for lycees are drawn primarily from Kabul University. University graduates from the Faculties of Science and Letters regard teaching in the lycees as one of the main vocations open to them. Beginning in 1966, the Faculty of Education will work with seniors of the Faculties of Science and Letters to provide professional training in pedagogy to prospective teachers of science, mathematics, history, geography, Persian, and Pushto. In January 1966, the Faculty of Education graduated its first class of 58 which included English

and home economics teachers and professionally trained education teachers and administrators for the DMAs. By next year the University will be graduating a total of 200 upper level secondary school teachers and administrators per year.

3. Vocational Teacher Training

Teachers for the middle level vocational schools receive their preparation and training at the Technical Teacher Training College in Kabul. Students are drawn from the top pupils of the Mechanical Schools of Kabul, Kandahar, and Khost, and from the Craft Schools in Kabul and Farah. Their training includes an extension of studies in general mechanics, electricity or construction, together with some training in the art of teaching.

There is no teacher training program for the upper level technical schools. They promote their own best students. The AIT draws some graduates from the Faculty of Engineering and the Vocational Agriculture Schools get some graduates of the Faculty of Agriculture. USAID has sent more than fifty faculty members of AIT and the Vocational Agriculture Schools to the US for advanced training.

III EDUCATION GOALS

A. Over-all RGA Education Goals

In recent years there has been a revolution in popular attitudes toward education in Afghanistan. Whereas a few years ago the Government had to force fathers to send their sons to school, now there is pressure from even the most remote areas to get the Government to provide teachers for their children. Fathers are requesting the Government to meet its commitments under the new Constitution which states that education is the right of every Afghan citizen and shall be provided free of charge. Communities often offer to build the facilities, and even pay the teachers, if the Government will provide them. The RGA will find it necessary to be increasingly responsive to this grass roots clamor for education, especially at the primary level.

The shortage of trained manpower is more severe and, hence, a greater barrier to development in Afghanistan than in most underdeveloped countries. The RGA has placed high priority on improving this situation. The magnitude of the task is considerable, however, with only 10% of the population literate, only 16% of the primary school age children in school, and a drop-out rate after the sixth grade of about 75%.

The goal of the RGA is to double primary and secondary student enrollment by the end of the Third Five-Year Plan (1971); it hopes to achieve universal primary education by 1990. To accomplish the 1971 goal the number of

teachers will have to be increased from the present 9,300 to approximately 23,000 and the MOE budget will have to rise even more. The MOE recognizes that shortages of teachers, teaching materials, and buildings will have to be overcome before these goals can be met. For example, it has recently requested additional USAID assistance to revise the primary school curriculum and to prepare and produce supporting textbooks and teaching materials.

Although the RCA goals in education tend to be general and primarily quantitative, more thought has recently been given to relating the education goals to other aspects of the development program. The Prime Minister has stated that education and training will be directed toward raising educational standards and developing the technical and vocational knowledge and skills needed to fight against poverty, ignorance, and disease. He wants educational programs to be related to the needs for social and economic change. There are indications that the RCA, in recognition of the increased pressure on the facilities for higher education, will institute a policy of selection for students applying for admission to Kabul University. Women's education will receive greater emphasis; greater attention will be placed on the shortage of textbooks and teaching materials; and an effort will be made to "blend" more effectively the efforts of the various foreign donors contributing to the development of education.

The RCA goals are a combination of political considerations of the leaders and the requirements for development. They tend to be broad and ambitious. Even under optimistic projections of the growth of revenue the Government will need to commit a substantially greater share of its resources to education than at present. It will also need continuing and increased foreign assistance.

B. USAID Goals in Education

Within the broad targets of the RCA, the USAID objective in education is to assist those efforts which effectively advance economic and social development. The acceleration of economic growth makes it necessary to establish priorities and to emphasize the quality of manpower needed for development, rather than diluting the available resources in striving for quantity. Desirable as the over-all goal of universal primary education may be for political reasons, USAID believes that the means for achieving this goal are so limited that it would be unwise to support this effort at the expense of a more balanced educational program. In building democratic political and economic institutions to support the developing economy of Afghanistan, access to higher levels of education for a larger number of qualified persons is even more urgent than universal primary schooling.

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Therefore the USAID proposes to concentrate its efforts and resources on the quality of the manpower contributing the most to economic and social development. To do this most effectively, it is necessary to systematically plan human resource development. Manpower requirements should be estimated and targets established; an assessment of the existing situation and institutions should be made; comparisons should be made with the situation in other countries, especially those Afghanistan uses as the benchmarks of its own growth; and the coordination of foreign donors as well as of interested Ministries needs to be provided for. The USAID is considering ways of initiating a survey of manpower requirements and of helping to develop the institutional resources needed for better educational planning.

Once the manpower requirements have been more precisely determined the RGA should adopt incentives to attract the trained manpower required for urgent development needs. For example to encourage people to work in rural areas it may be necessary to adjust pay scales. Students could be directed into engineering and agriculture and other technical fields needed for development by establishing enrollment quotas. Students receiving government subsidies should be required to work in their respective fields for a relatively long period of time after graduation.

The quality of key manpower already working in the system is below the levels required. Over the short run, in-service training to upgrade the proficiency of these people will pay substantial dividends. Adult education classes in specific fields, including special classes in the Ministries, at the University or elsewhere to upgrade the knowledge and skills of the people who have already completed their formal education, is the best way to increase quality quickly, pending the longer range improvement of the school system.

In the formal school system, provision for the critical manpower needed for development depends on providing the secondary and higher levels with an adequate base of qualified primary school graduates from which to select. One of the problems in Afghanistan is the large number of drop-outs before the sixth grade and the poor quality of those who do graduate.

The USAID goal in primary education is to assist the RGA to reduce the drop-outs, provide a better quality of education, and increase the number entering the secondary schools. This can be done by improving the quality of primary education through (1) providing better teachers, teaching materials and methods; and (2) encouraging capable students to stay in school longer. In-service training should play a major role in improving the quality of primary school teachers, since for some time to come the majority of the teachers will be only partially trained; many will have been rushed through emergency training programs.

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The USAID believes further involvement of the UN in teacher training to be a major factor in improvement of primary education. Full responsibility for assisting in primary teacher training can be assumed by the UN. This would free the USAID resources to respond to the MOE request for assistance in the critical field of curriculum revision and textbook preparation.

The number of students getting a secondary education is most inadequate. In 1965, for example, only $2\frac{1}{2}\%$ of the total secondary school age population were in school. At this level the question of quality also is a main consideration. From this group will come the leadership and people who will contribute most to the establishment of the economic, social and political institutions of Afghanistan.

The USAID goal in secondary education, as in primary education, is to emphasize quality by improving teacher training, teaching materials, methods and facilities. In-service training is also important to this effort. Since an increasing proportion of the secondary school graduates will have more difficulty in attending the University, such students should be provided with practical pre-employment training. At the present time it is particularly pertinent to direct these students into teaching, secretarial, clerical, and bookkeeping fields. Curricula should be modified to provide training in these fields, as well as in vocational agriculture, home economics, and arts and crafts. Courses in science and mathematics should be modernized and strengthened.

In vocational education there is an urgent need for improvement and expansion of practical technical training and training facilities. Emphasis should have first priority in Afghanistan, since this is where the largest gains in production will be needed for many years. Demonstration farms, agricultural extension work, and the farmer classes on the multi-purpose farms should be directed toward this effort. For those already engaged in vocational activities, traveling teams of technical training personnel should be used to upgrade skills. Contractors or businesses might be required to train on-the-job as an integral part of their development activity. Technical and vocational schools should provide more middle level supervisors, foremen and technicians and prepare selected students for advanced work in the Faculties of Agriculture and Engineering.

The USAID goal at the University is to (1) improve organization, planning and administration; and (2) further develop the Faculties of Education, Agriculture, and Engineering. Large numbers of University students are attracted to the traditional Faculties of Law and Letters. Opportunities for employment in Afghanistan for graduates of these Faculties are limited. To overcome this situation selective admission, establishment of quotas, and the use of special incentives should be used to get students into the fields needed for development, i.e., education, agriculture, and engineering. There is an urgent need to establish an agricultural engineering program under the joint auspices of the

Faculties of Agriculture and Engineering. The University should also develop in-service training programs, particularly for teachers, to include classes for adults at night and during vacation periods.

In summary the USAID objective is to assist the RCA to meet its goals to produce better trained manpower in the priority fields related to economic development. The major aspects of the USAID assistance are to encourage and help the RCA to:

1. Improve the quality of education through:
 - a. Primary school curriculum revision and textbook preparation;
 - b. Secondary level teacher education and curriculum improvement;
 - c. University administration and development of the faculties of Education, Agriculture, and Engineering;
 - d. Expansion of in-service/on-the-job training;
2. Make a more precise assessment of manpower needs; and
3. Improve planning, coordination and evaluation of educational programs.

IV. CONTRIBUTIONS OTHER THAN USAID TO RCA GOALS

American assistance other than the USAID comes from four sources. The Peace Corps provides over 100 volunteers for teaching English, mathematics, science, business administration, and a variety of other subjects. The Franklin Press is assisting the RCA with the printing of textbooks. The USIS administers the Fulbright Program which is giving 19 grants in 1966 and will make it possible for 5 American educators to come to Afghanistan. It also conducts night classes in English. The Asia Foundation provides one advisor on research and one on physical education at the University.

The UN programs are focused on educational planning, research and statistics at the Ministry of Education; the establishment of an Academy of Teacher Training which trains both primary school teachers and teacher educators for the primary teacher training schools; and a Higher Teachers College to train middle school teachers. Funding comes from the UNTAR, UNESCO and UNICEF. In addition, the IDA is participating using the UNESCO as its agent.

The FRG is assisting in vocational education with a Technical Teacher Training School in Kabul; and Mechanical Schools in Kabul, Kandahar, and Khost; and Craft Schools in Kabul and Farah. The FRG also provides instructors in the Faculties of Economics and Science at the University and offer various fellowships to study in German institutions.

The French have teachers in the Faculties of Medicine, Letters, and Law at Kabul University. They also provide teachers for one boy's lycee and one girl's lycee in Kabul and offer fellowships to study in France.

The USSR plans to establish four technical schools, grades 10-12, and one university level polytechnic with an estimated capacity of 1000 engineering students.

V. USAID CONTRIBUTIONS

A. Education Division

U.S. assistance in the field of education at the present time centers around three joint projects with the RCA: primary and secondary teacher training; establishment of a Faculty of Agriculture at the University; and establishment of secondary and university level technical education programs and facilities at AIT and the Faculty of Engineering.

1. Primary Education

Four DMA teacher training schools have been established at Kabul, Herat, Kandahar and Jalalabad. A fifth DMA is being established in Mazar-i-Sharif. These schools provide trained teachers from a three year program, grades 10-12. In 1965 a total of 136 teachers graduated from the DMAs. Beginning in 1968 they will produce 400 regularly trained primary school teachers per year.

An Emergency Teacher Training Program has also been established. Twenty-five feeder schools annually send selected 9th grade graduates to special sections at the DMAs. This program provides one year of intensive pedagogical training in the 10th grade for prospective teachers. In 1965 a total of 200 teachers were graduated; 650 are scheduled for graduation in 1966. By 1968 the Emergency Program will graduate 800 teachers annually.

As originally planned in 1954 by the RCA/USAID, the primary teacher training activity was to have been terminated in 1971. However, in 1964 the Ministry of Education requested USAID assistance in the revision of the primary school curriculum and in the revision of the primary school curriculum and in the preparation of textbooks and teaching materials to implement the new curriculum.

In order to meet this request, the USAID and UNESCO (which became involved in teacher training in 1964) began to review their respective roles in primary education. As a result the UNESCO has agreed to take over in 1966 the completion and possible extension of the primary teacher training project. At the same time the USAID, has agreed to assume the major responsibility, in cooperation with the UNESCO and the Ministry of Education, for curriculum revision and preparation of textbooks. The joint UNESCO/USAID proposal is now before the Minister of Education for approval.

In support of the overall primary education activity the USAID and the Ministry of Education have sponsored a special project to establish a pilot community school in each of the twenty-nine provinces. To date nineteen such schools have been and ten additional schools will be established by 1968. The impact of the pilot schools has resulted in the establishment of more than twenty additional such schools by local villagers in neighboring communities. A Department of Fundamental and Community School Education has been established in the Ministry of Education. More than 100 teachers and administrators have been trained abroad as a nucleus for staffing and administering the program.

2. Secondary Education

A Faculty of Education has been established at the University which graduated 58 teachers in 1965. Beginning in 1967 it will produce annually 200 teachers: 50 English language teachers, 25 home economics teachers, 100 teachers of science, math, history, geography, and Afghan languages, and 25 teachers of education and/or secondary school administrators. To achieve this objective a staff of ninety-four will have been trained for the Faculty of Education by 1968.

In addition to training teachers of English, the English Department of the Faculty of Education provides English instruction to over 1000 students throughout the University. The department is the focal point of the national English language program which trains regional supervisors and departmental chairmen for secondary schools. This project is scheduled for completion in 1967.

As a specialized aspect of the secondary education activity a pilot Mathematics and Science project was established in 1964 at the two largest lycees in Afghanistan. The purpose of this project is to provide better preparation for students entering the Faculties of Agriculture and Engineering at the University. In order to accomplish this the mathematics and science curricula is being revised. New textbooks and teaching materials are being trained in modern concepts and methods. Scheduled termination date is 1971.

3. Agricultural Education

A Faculty of Agriculture has been established at the University which graduated 26 agriculturalists in 1965. It will graduate 55 agriculturalists per year beginning in 1971. A general agriculture curriculum has been developed, a staff of twenty-eight is being trained. An agricultural engineering curriculum is being developed as a joint program with the Faculty of Engineering. Scheduled completion date is 1971.

In 1956, the USAID began assistance to the MOE to develop the curriculum, staff and facilities of the Kabul Vocational Agriculture School. Advisory and commodity assistance were completed in 1965. The curriculum has been established; a staff of 20 has been trained or is completing training; facilities have been renovated. The USAID assistance will be physically completed in December 1966, upon the return of the last two faculty participants from training in the U.S. To date the school has graduated almost 900 students about half of whom have entered the work force as trained agricultural technicians while the other half have entered the Faculty of Agriculture. Students are graduating at the rate of 80 per year.

4. Technical Education

At the secondary level the Afghan Institute of Technology has been established which graduated 65 trained middle level technicians in 1965. It will graduate 115 students a year by 1967. Curricula have been developed in electrical, mechanical, civil, automotive, and aviation technologies. An administrative and teaching staff of sixty is being trained. Approximately 30% of the graduates go on to the Faculty of Engineering at the University while the remainder become middle level foremen, supervisors and technicians. A new physical plant will be constructed by the end of 1968. Completion of the project is scheduled in 1971.

At the university level a Faculty of Engineering has been developed which graduated 35 engineers in 1965. It will be capable of graduating 65 engineers a year by 1971 in the fields of mechanical, civil, and electrical engineering. The project is scheduled for completion in 1972 by which time a faculty of 40 teachers will have been trained and the curricula and physical facilities fully developed.

In support of the above activities, the USAID Education Division is helping to establish a School Design and Construction Unit at the MCE. Architectural plans have been developed for construction or remodeling five DMAs and the mathematics and science facilities at two lycees. Three Afghan engineers and six draftsmen have been assigned and are being trained under this activity. Scheduled completion date is 1967.

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The USAID is assisting Kabul University in establishing and developing a University-wide library which will also serve as a demonstration unit for the development of other libraries throughout Afghanistan. The library now has approximately 80,000 volumes. Seven Afghan members have been trained; three more are new in training in the U.S.

The USAID is presently furnishing a general advisor to the University in the broad field of university administration. This advisor, a member of the TCCU team, is leaving Afghanistan in the summer of this year. The new Rector, American-trained and western oriented, has asked the USAID to provide in his place three American advisors to assist him in shaping the University after the image of a progressive, land-grant style institution such as he came to know in the U.S. These American advisors would assist in the following areas: (1) student relations and services; (2) university business management; and (3) registration and admissions. The Rector believes he sees an opportunity to shape Afghanistan's only university, already a political force in the country, into a modern, liberal and effective institution which can exercise a constructive influence on the future leadership of Afghanistan. The USAID, with the strong support of the Ambassador and the Country Team, is inclined to agree and is giving the request sympathetic and active consideration. (For a further description of the USAID contributions to the RCA goals see Appendix B.)

The US dollar funding to support the RCA/USAID Education projects (in thousands of dollars) is as follows:

	<u>FY 66</u>	<u>FY 67</u>	<u>FY 68</u>	<u>Subsequent Phase-out</u>	
				<u>Years</u>	<u>Date</u>
091 Elementary and Secondary Education	897	1,008	795	1,232	1971
092 Agriculture Education	367	363	253	251	1971
093 Technical Education	674	909	962	2,074	1972
TOTAL	1,938	2,280	2,010	3,557	

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B. Other USAID Divisions

In addition to the activities of the Education Division there are a number of in-service and special training programs being conducted in support of the USAID development activities by the following Divisions: Agriculture, Helmand Valley Region, Industry & Engineering, Public Administration, Transportation, and Supply. Also the Executive Office trains local employees. (A fuller description of these training programs is contained in Appendix C.)

VI. USAID PROGRAM EVALUATION

A. Continuous Mission Evaluation

Work plans are required for each USAID project which describe project objectives and the steps that are to be taken to accomplish them. Quarterly evaluations of the work plans are conducted by the divisions concerned in consultation with the Program Division in order to review project progress and to revise work plans in the light of experience during the period.

Annual reviews have been scheduled by the Director to evaluate each sector of the USAID program in depth. The RCA/USAID Education sector was formally reviewed in November and December, 1965.

B. Mission-wide Coordination

The annual evaluation sessions mentioned above involve the Director, the Program Division, and the technical division primarily concerned, and may also involve representatives of other divisions. Since the education activities affect the entire Mission, all divisions participated in the 1965 Education Program Review.

The Mission Director's weekly staff meeting serves to identify problems and coordinate activities of the divisions and contract teams. In addition, the Mission maintains close contact with RCA Ministries, UN organizations, and US agencies such as USIS and Peace Corps, and Asia Foundation and Franklin Press.

C. Inter-Mission Information Exchange

The USAID is exploring ways in which to expand its contacts with other Missions in the region. The Education Division was recently visited by the Chief Education Advisor of the USAID/India. Personnel from Kabul have visited Iran and Lebanon. Contacts will be established with the USAID education programs in Pakistan and Nepal. To facilitate this kind of exchange the Education Division suggests that the AID hold periodic Regional Education Conferences.

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VII. RESULTS OF 1965 EVALUATION

A. Proposed Changes in Direction and Focus

The intensive review of the USAID Education activities was conducted over a five-day period during late November and early December 1965. This review has contributed to a clarification in thinking and approach to the problems of education in Afghanistan.

In the light of this evaluation the USAID concludes that:

1. Responsibility for primary teacher education should be transferred to the UNESCO. The USAID will continue to provide participant training and limited commodities to the primary teacher education activity until transition is complete. Beginning in 1966, the USAID/TCCU Team will concentrate on curriculum revision and textbook development for primary and secondary schools.

2. Advisory assistance to improve the organization and administration of Kabul University should be expanded promptly. A survey should be conducted by an administrator of a land grant university. Following the survey it is anticipated that a contract team will be required to provide advisory services in the following areas: (a) business management, (b) student personnel relations, and (c) registration and admissions.

The University Administration Team is urgently needed to: (a) improve coordination among faculties, (b) improve utilization of resources, (c) develop student advisory services and organizations, (d) plan future expansion of enrollment, and (e) select better qualified students for admission.

3. The curriculum of the Faculty of Agriculture should be strengthened by introducing majors in plant science, animal science, and agricultural economics. To assure adequacy of quality and numbers of students in agriculture, the University should be encouraged to establish a quota system for assigning new students to the Faculty of Agriculture.

4. An agricultural engineering major should be established under the joint auspices of the Faculties of Agriculture and Engineering in addition to the currently available civil, mechanical, and electrical engineering.

5. The AIT curricula should be reduced from a proposed five-year to a four-year program in civil, mechanical, electrical, machine shop and aviation technologies. AIT should continue to be the primary feeder school to the Faculty of Engineering. In addition, the curricula should be revised to meet the growing demand for skilled manpower so that terminal graduates

will be better prepared for middle level supervisory and technical employment.

6. On-the-job work experience should be provided to students of AIT and the Faculties of Engineering and Agriculture. They should be employed on USAID capital projects and work experience opportunities should be developed in RGA agricultural, industrial, and public enterprise.

7. In-service training programs should be developed and expanded for skilled workers and technicians in public and private enterprises to improve the quality and increase the supply of trained middle-level manpower. The facilities and staff of AIT and the Faculties of Engineering and Agriculture should be drawn upon to plan and conduct short courses and evening classes.

8. In-service training of both primary and secondary teachers should be improved and greatly expanded. There is an urgent need to upgrade the untrained and partially trained teachers who will continue to be a substantial part of the teaching force for years to come. It is essential to provide the emergency trained teachers (graduates of grade 10) with opportunities to continue and complete their education. Under the leadership of the MOE and the University the staff and facilities of the DMA teacher training schools, Academy for Teacher Training, Higher Teachers College, and Faculty of Education should be drawn upon to plan and implement this activity.

The experimental mathematics and science project at Habibia and Ahmed Shah Lycees should be evaluated with a view toward developing an in-service training program for mathematics and science teachers in secondary schools throughout the nation. The intensive teacher training institutes conducted by the USAID/India, in cooperation with the National Science Foundation, provide a model for such a program which could be adapted for Afghanistan.

9. The USAID should assist the RGA in a systematic study of manpower requirements necessary for implementing the Third Five-Year Plan. Such a survey is vitally needed to effectively plan and relate education to the over-all social and economic development of the nation.

B. Conclusion

In conclusion, the RGA and the USAID regard education as a priority development need for Afghanistan. While the USAID does not always agree with the over-all RGA education goals, such as achieving universal primary education by 1990, there are selected areas, however, where US assistance can be highly effective. The basic USAID objective is to help develop those indigenous resources and institutions which will enable education to make an effective and continuing contribution to the social and economic development of Afghanistan.

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APPENDICES

- A. Technical and Vocational Schools
- B. Education Division Contributions to RGA Education Goals
- C. Other USAID Division Contributions

APPENDIX A

TECHNICAL AND VOCATIONAL SCHOOLS

The Afghan vocational schools conducted at the secondary level are:

<u>1. Technical Schools*</u>	<u>Grades</u>	<u>Program</u>
AIT	10-13	University preparatory and technician training in civil, mechanical and aviation technologies (USAID assisted).
Mechanical Schools Kabul, Khost, Kandahar	7-9	Basic sub-professional technician training (terminal) in such fields as plumbing, auto and general mechanics, welding, etc., (FRG assisted).
Craft School, Kabul	7-12	Basic sub-professional training (terminal) in such fields as weaving, tailoring, carpentry, printing, etc., (FRG assisted).
Craft School, Farah	7-10	
<u>2. Commercial Schools</u>		
School of Commerce, Kabul	7-12	Terminal and preparatory for the Institute of Industrial Management in commercial subjects.
Secretarial School, Kabul	7-9	Terminal boarding school for provincial students to become clerical workers.
Hotel Management School, Kabul	10-11	Terminal boarding school in hotel management
Institute of Industrial Management	13-15	Terminal for students trained in the fields of industrial management, banking and public administration (FRG assisted).

*Russian sponsored technicum/polytechnic schools which will begin at the secondary vocational level and extend through the university are scheduled to open in 1967. Their relationship to the Vocational Education Department (MOE) and/or Kabul University is not presently known.

<u>3. Agriculture Schools</u>	<u>Grades</u>	<u>Program</u>
Vo Ag School, Kabul	10-12	Terminal and university preparatory in field of vocational agriculture (USAID assisted).
Agricultural Lycee, Baghlan	7-12	General education through grades 7-9; terminal and university preparation in field of vocational agriculture.
<u>4. Teacher Training Schools</u>		
(See Section IIG in Background Paper)		Teacher Training Programs and Institutions.
<u>5. Islamic Schools</u>		
Abu-Hanifa, Kabul (Bagrami) and seven other provincial schools.	5-12	Training colleges for religious teachers, officials of Ministry of Justice and Mullahs - terminal and university preparatory.
<u>6. Multiform Schools</u>		
Princess Bilquis Girls' School	7-12	Terminal and preparatory for university and Institute of Industrial Management; girls training for secretarial and office work.
Ebni-Seena Vocational Middle School	7-9	Terminal and preparatory for upper vocational schools-regular middle school curriculum plus training in handicrafts. Graduates enter AIT & Kabul Vo-Ag School (USAID assisted).

In addition the IDA has provided a credit of 3.5 million dollars (approximately 75% of the cost) to construct and develop seven vocational schools which will come under the jurisdiction of the Vocational Education Department:

1. One school center in Kabul consisting of:
 - (a) Academy for training teacher-educators.
 - (B) Technical teacher training school.

2. One school center in Herat consisting of:
 - (a) Electro-Mechanical School
 - (b) Agricultural School

3. One school center in Kunduz consisting of:
 - (a) Teacher Training School
 - (b) Agricultural School
 - (c) Electro-Mechanical School

APPENDIX B

Education Division Contributions to RGA Education Goals

The USAID Assistance in the field of education currently centers around three on-going activities: Primary and Secondary Education; Agricultural Education; and Technical Education.

I. Project 091 Elementary and Secondary Education

This project includes the following sub-activities: Teachers College Columbia University (TCCU); Community Schools; and School Design and Construction.

A. TCCU Activities - TCCU Contract AIDc-1079. Starting Date 1954. Contract Positions 48.

The TCCU contract activities are focused on the development of primary, secondary and higher education through teacher education, curriculum improvement, textbook and teaching materials preparation.

1. Primary Teacher Education - Completion 1971.

Objective: to produce 1200 primary school teachers annually beginning in 1968 through the Emergency Teacher Training and regular DMA Programs.

a. The Emergency Teacher Training Program has been established to produce 800 teachers per year by providing one year of specialized training in education in the DMAs for 9th grade graduates of 25 feeder schools. The first class of 650 will graduate in 1966; a third class of 700 will graduate in 1967. Completion 1967.

b. The Darul Mo'Allamein (DMA) Program has been established to produce 400 regularly trained teachers per year from the 12th grade graduates of the four DMAs located at Kabul, Herat, Kandahar, and Jalalabad. A fifth DMA is being established at Mazar-i-Sharif. A total of 136 teachers 1966; 200 will graduate in 1967. Secondary level textbooks are being prepared in conjunction with this effort.

In response to a MOE request, discussions are underway with the MOE and UNESCO for the USAID to establish a Primary School Curriculum Revision and Textbook Preparation Project for grades 1-6. Upon the MOE approval the UNESCO will take over and complete the primary teacher training program; USAID will assume responsibility for the Curriculum Revision and Textbook Program.

2. Faculty of Education - Completion 1968

Objective: to produce 200 secondary school teachers annually beginning in 1967.

- a. 50 teachers of English from the English Department.
- b. 25 Home Economics teachers from the Home Economics Department.
- c. 100 professionally trained teachers of science, mathematics, history, geography, Persian and Pushto from the combined program with the Faculties of Science and Letters.
- d. 25 Professional education teachers and/or secondary school administrators from the regular program.

The Faculty was established in 1962 with an enrollment of 35 students. The first class of 16 graduated in 1964; the second class of 58 in 1965. Thirty-one of a required staff of 94 were trained by 1965; sixteen staff members are now in training in the US.

3. English Language Program - Completion 1967

Objective: as a specialized adjunct to the Faculty of Education to develop capability of the English Department to: (a) provide English Language instruction to all students in Kabul University; (b) become focal point for development by 1968 of a national English language program to establish English as the major foreign language to be taught in the secondary schools of Afghanistan; and (c) to train teachers of English for secondary schools of Afghanistan.

Student enrollment under the English Language Program in Kabul University during 1965 was 1100; estimated enrollment in 1966 is 1860; 1967-2650 students; 1968-3660 students. Student enrollment in the National English Language Program in secondary schools during 1965 was 18,600; estimated enrollment in 1966 is 25,000; 1967-28,000 students. The number of trained supervisors/teachers participating in the English Language Program during 1965 was 175; estimated number for 1966 is 230; for 1967 it is 275.

4. Mathematics-Science Program - Completion 1971

Objective: as a pilot secondary school project in the Habibia Lycee, Kabul, and the Ahmed Shah Lycee (Kandahar) to:

- a. Train 30 mathematics and science instructors and supervisors of instruction; and
- b. Develop the science and mathematics curricula and laboratory facilities as model programs for adoption in lycees throughout Afghanistan.

This program commenced in 1964. Currently there are two TCCU advisors, eight Afghan teachers and 3000 Afghan students participating in the Pilot Project.

5. University Administration. Completion 1967 (Phase out of TCCU sub-activity)

Objective: to provide administrative advisory assistance to the Rector, Kabul University to improve central administration and provide adequate administrative leadership and support of the joint RGA/USAID projects at the University.

This sub-activity commenced in 1964. A TCCU advisor has provided advisory assistance in the fields of budgeting and accounting, personnel and student administration.

Consideration is being given to continuing this activity under a new contract.

B. Community Schools - USAID Direct Hire.

Starting Date 1960. Completion 1968. Deputy Chief Education Division furnishes part-time advisory assistance to this sub-activity.

Objective: to assist the Ministry of Education to establish and develop a functional system of 29 pilot community schools (grades 1-12) as demonstration units to promote and encourage basic and practical education for the rural population.

To date 19 Pilot community Schools, staffed by 220 teachers, and enrolling approximately 11,000 students have been established under the direction of the Department of Fundamental and Community School Education (MOE). In 1966 five additional pilot schools will be established bringing total teachers to 270 and student enrollment to 13,500. In 1967 five additional pilot schools (total 29) will be established bringing total teachers to 320 and student enrollment to 16,000.

C. School Design and Construction - Daniel, Mann, Johnson and Mendenhall (DMJM Contract AID/nesa 154.) Starting date 1964. Completion Date 1967. Contract Positions 2. (Plus two TCN architects on USAID Contract.)

Objective: to assist the Ministry of Education to establish and staff an effective School Design and Construction Department in order to:

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- a. Properly design and construct the physical facilities required for the RGA/USAID Education Program; and
- b. Develop the Ministry's capability to design and construct educational facilities required for future education expansion upon completion of US assistance.

An architectural office has been established in the Construction Department of the MOE. Three Afghan engineers and six draftsmen are assigned to the office and are receiving training. Architectural drawings, plans and specifications have been prepared for new and/or rebuilding facilities at the Kabul, Herat, Jalalabad, Kandahar DMAs, the new proposed DMA at Mazar-i-Sharif and Habibia and Ahmed Shah Lycees.

II. Project 092-Agriculture Education

This project is concerned with the development of a university level agriculture education center (grades 13-16) at the Faculty of Agriculture, Kabul University; a centralized University Library (this activity is located in this project for administrative convenience); and a vocational agriculture education center (grades 9-12) at the Kabul Vo-Ag School.

A. Faculty of Agriculture-Wyoming Contract AIDc-1077 - Starting Date 1956. Completion 1971. Contract Positions 14.

Objective: (1) to develop the staff, curricula, and facilities of the Faculty to graduate 55 trained Afghan agriculturalists and potential agricultural leaders annually from 1971; and (2) to train the twenty-eight teachers and/or administrators required to staff the four year program.

A general agriculture curriculum has been developed at the Faculty. In 1965 there were eight trained Afghan members of a required staff of twenty-eight and ten staff members are now in training in the US. Eight additional staff members are scheduled for US training by the end of 1968. To date the Faculty has graduated 131 trained agriculturalists. Estimated number of graduates from the Faculty in 1966 is 27; 1967, 27; 1968, 28; 1969, 40; 1970, 50; and 1971, 55.

B. Kabul University Library-Wyoming Contract AIDc-1077. Starting Date 1958. Completion 1968. Contract Positions 2 (included in the 14 of the Faculty of Agriculture).

Objective: to assist in the development of a centralized, comprehensive, modern, and efficient library and a trained library staff which is suitable for and can support the instructional and research programs of the entire University, and which can also serve as a demonstration unit for the development of other libraries throughout Afghanistan.

A centralized University Library has been established with approximately 80,000 volumes. Seven Afghan members of the estimated required staff of twenty have been trained; three more are training in the U.S. Five additional staff members are projected for training in the U.S. Present thinking is to phase out USAID advisory assistance during 1966.

C. Vocational Agriculture - USAID Direct Hire. Starting Date 1956.

Completion 1966. (1956-61: Part of Wyoming Contract; 1962-66; USAID Direct Hire Project).

Objective: (1) to assist in the development of the curriculum, staff, and facilities of the Kabul Vocational Agriculture School in order to enable the school to graduate annually 80 trained middle level agricultural technicians beginning in 1966; and (2) to train by the end of 1966 twenty vocational agriculture teachers and/or administrators required to carry out the program of the School.

A vocational agriculture high school curriculum has been developed. Approximately 800 instructional pamphlets and books have been developed and printed for classroom and student use in the fields of agricultural mechanics, animal husbandry, agronomy and poultry raising. Commodity procurement has been completed. Physical facilities have been renovated for approximately 300 students. To date the Kabul Vo-Ag school has graduated almost 900 students about half of whom have entered the work force as middle level agricultural technicians while the remainder have entered the Faculty of Agriculture. All of the required staff of twenty have been trained or are in training. All participant training will be completed by December 1966. USAID advisory assistance was completed on 21 October 1965 with the departure of the Vocational Agriculture Advisor

III. Project 093 - Technical Education

This project is concerned with the development of a university level engineering education center (grades 13-16) at the Faculty of Engineering, Kabul University; and a secondary level technical education center (grades 10-13) at the Afghan Institute of Technology, Kabul.

A. Faculty of Engineering - Engineering Services Incorporated (ESI)
Contract AID / nesa 76. Starting Date 1963. Completion 1972. Contract Positions - 19.

Objective: (1) to assist in the development of the staff, curricula, and facilities of the Faculty of Engineering in order to graduate mechanical, civil, and electrical engineers at the rate of 65 per year by 1971; and (2) to train by 1972 the forty teachers and/or administrators required to staff the four year program of the Faculty for a student body of 500.

There are eight trained staff members at present and twenty in training in the US. The Faculty graduated 35 engineers in 1965; and expects to graduate 40 in 1966.

B. Afghan Institute of Technology(AIT). Starting Date 1955. Wyoming Contract 1955-62. USAID Direct Hire 1962-65.

1. Technical Assistance - SIU Contract AID/nesa 131, Starting Date 1965. Completion 1971. Contract Positions 7.

Objective: (1) to assist in the development of the staff, curricula, program and facilities of the AIT in order for the school to be capable of graduating annually 115 candidates for admission to the Faculty of Engineering and/or trained middle level technicians for employment beginning in 1967; and (2) to assist in training by 1970 of a minimum of sixty teachers and/or administrators required to carry out the AIT Program for a student body of 825.

Programs have been developed in the fields of electrical, mechanical, civil, automotive and aviation technology. In 1965 there were thirty-six trained members of a required staff of sixty with ten staff members in training. Eight participants are planned for training in 1966. In 1965 there were sixty-five graduates; in 1966 there will be an estimated eighty-three graduates; in 1967, ninety-five.

2. AIT Design and Construction - DMJM Contract AID/nesa 132 Completion 1968. Starting Date 1964.

Objective: to design and construct by the end of 1968 a new physical facility for AIT which will utilize local construction materials to the maximum extent possible.

The architectural firm of Daniel, Mann, Johnson and Mendenhall (DMJM) has completed the drawings, plans and specifications for the new AIT facility. Upon final RGA approval of the plans an American construction contractor will be selected to begin construction on or about 1 April 1966. Estimated construction cost \$1,932,000 and afs. 100,000,000.

APPENDIX C

Other USAID Division Contributions

In addition to the Education Division activities, in-service and special training programs are being conducted by the other USAID divisions in support of the Mission's objectives.

Agricultural Division

A one-year training program for 20 farm boys per year at each of three of the multi-purpose farms in all aspects of farming and farm operation; a one-year training program for four extension agents at each of the same stations; farmer field days covering 100 farmers per day of observation; seminars in insect and plant disease control; individual instruction to farmers (250 last year) on the use of improved seeds; specialized training to seven Ministry of Agriculture technicians in irrigation, 14 in forestry, 20 in fruit tree budding, and 17 in horticulture and agronomy; University classes in irrigation and hydrology; monthly seminars for senior officials of the Ministry of Agriculture.

Helmand Valley

Organized on-the-job training under a direct-hire technician, including some classroom work for foremen and supervisors; adult education classes at the Bost High School.

Industry and Engineering Division

A training program for 200 mechanics (completed); a contract team training 20 diesel maintenance mechanics in Kabul and 20 in Kandahar; a program to train 8 people in photogrammetry (completed), and a prospective program to train about 600 people in a variety of skills incident to the operation and maintenance of the proposed Kajakai electric plant.

Public Administration Division

A Cadastral Survey High School in Kandahar to train 400 surveyors by 1967, and graduate some 100 per year thereafter; instruction in improved accounting procedures for Ministry of Finance personnel and for 14 accountants from other ministries, now being extended with Peace Corps assistance to the provincial levels, and also to Kabul University.

Transportation Division

Aeronautical Training Center for 294 student technicians (terminated in 1964); on-the-job training for 600 staff members of Ariana Airways; on-the-job training by the Afghan Highway Constructors (AHC) which has

trained 24 engineers; 30 clerical and office staff; 150 mechanics, welders, and machinists. Four hundred heavy equipment operators and truck drivers have been trained in the AHC operator and driver school, as have carpenters, masons, riggers, etc.

Supply Division

A ten-week course for 28 Afghan general services personnel in the field of materials management; seminars are planned for 75 deputy ministers and their administrative personnel to give them a better understanding of materials management; and detailed instruction on materials management for 150 operating personnel.

USAID Mission Training Program

One hundred ten employees are given specific on-the-job training: half in crafts and trades (refrigeration, electricians, carpenters, etc.) and half in clerical and communications media work; 20 mechanics are given training courses for one hour per day; and an on-the-job training program is planned for RGA personnel temporarily assigned part-time to USAID Controllers Office.

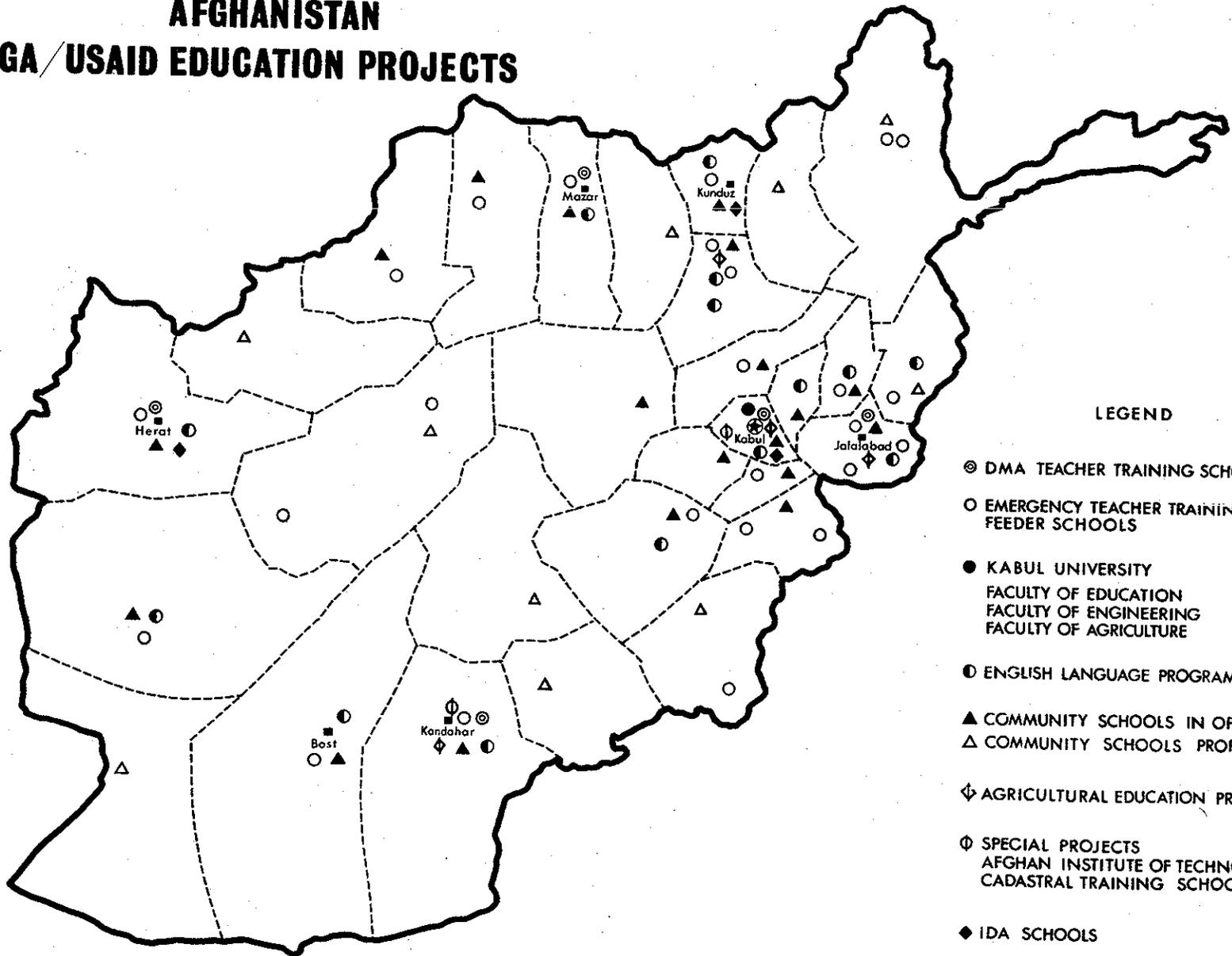
USAID Participant Training Program

The Training Branch coordinates all participant training in the US and third countries which is sponsored by the Mission. To date USAID has sent over 1000 participants abroad to train personnel for the joint RGA/USAID development projects. Currently participants are being sent abroad at the rate of 50-90 per year.

As part of a continuous effort to improve project implementation and evaluation the USAID has recently introduced a requirement for advanced planning of participant training for each project. This requirement calls for an analysis and projection of training needs for the entire project; definition of skills needed for each position; and a realistic schedule of participant candidates to meet the requirements.

AFGHANISTAN

RGA/USAID EDUCATION PROJECTS



LEGEND

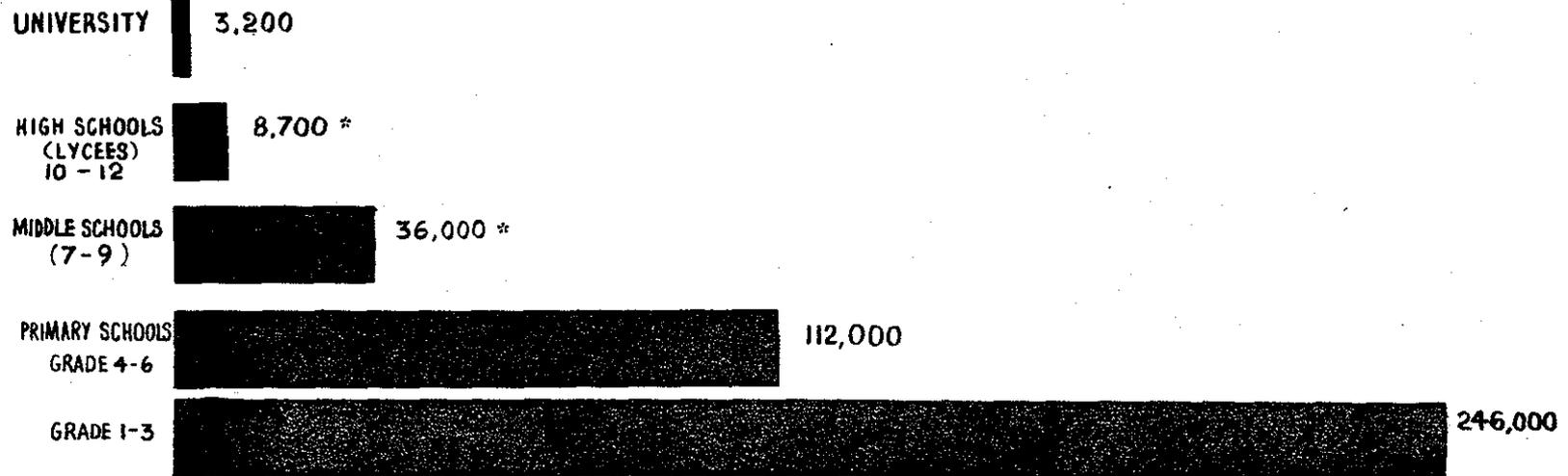
- ⊙ DMA TEACHER TRAINING SCHOOLS
- EMERGENCY TEACHER TRAINING FEEDER SCHOOLS
- KABUL UNIVERSITY
FACULTY OF EDUCATION
FACULTY OF ENGINEERING
FACULTY OF AGRICULTURE
- ⊖ ENGLISH LANGUAGE PROGRAM
- ▲ COMMUNITY SCHOOLS IN OPERATION
△ COMMUNITY SCHOOLS PROPOSED
- ◊ AGRICULTURAL EDUCATION PROJECTS
- ⊕ SPECIAL PROJECTS
AFGHAN INSTITUTE OF TECHNOLOGY
CADASTRAL TRAINING SCHOOL
- ◆ IDA SCHOOLS

TOTAL SCHOOL ENROLLMENT 1965

TOTAL SCHOOL POPULATION (AGES 7-22) 4,977,000

ACTUAL ENROLLMENT AT ALL LEVELS 406,000

OVERALL PERCENTAGE IN SCHOOL 8.1%



* INCLUDES VOCATIONAL EDUCATION: HIGH SCHOOLS 2,900; MIDDLE SCHOOLS 8,000

PERCENTAGE OF AGE GROUPS IN SCHOOL 1965

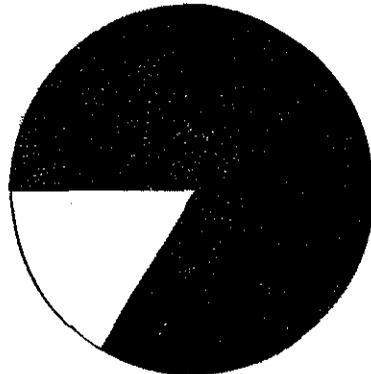
- 1 PRIMARY (AGES 7-12) 16.1 %
- 2 SECONDARY (AGES 13-18) 2.5 %
- 3 UNIVERSITY (AGES 19-22) .3 %

RG A GOAL IN PRIMARY EDUCATION

TO ACHIEVE 30% ENROLLMENT OF THE PRIMARY SCHOOL AGE POPULATION BY 1971

2,230,000 TOTAL PRIMARY SCHOOL AGE POPULATION

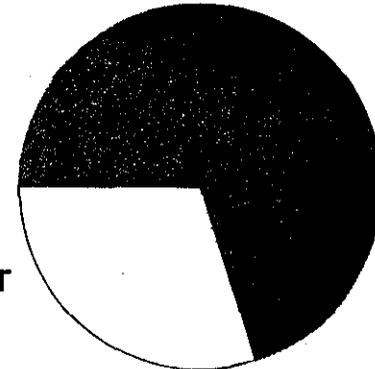
358,000 or 16.1 %
ACTUAL PRIMARY
SCHOOL ENROLLMENT



1965

2,474,000 TOTAL PRIMARY SCHOOL AGE POPULATION

733,000 or 30%
ACTUAL PRIMARY
SCHOOL ENROLLMENT



1971

"RELATION OF ENROLLMENT (GRADES 1-6) TO SCHOOL AGE POPULATION"

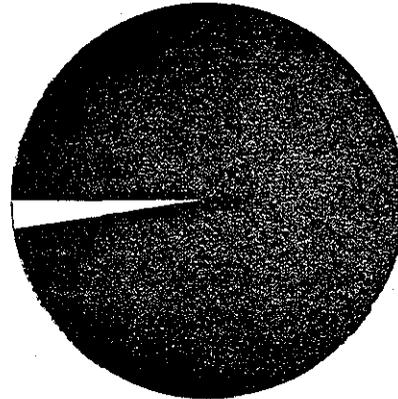
SOURCE: "LONG-TERM PROJECTIONS IN AFGHANISTAN" UNESCO REGIONAL OFFICE, BANGKOK, 1965

RGA GOAL IN SECONDARY EDUCATION

TO ACHIEVE 5% ENROLLMENT OF THE SECONDARY SCHOOL AGE POPULATION BY 1971

1,797,000 TOTAL SECONDARY SCHOOL AGE POPULATION

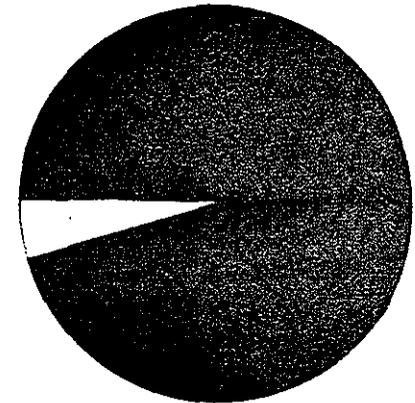
44,700 or 2.5 %
ACTUAL SECONDARY
SCHOOL ENROLLMENT



1965

1,982,000 TOTAL SECONDARY SCHOOL AGE POPULATION

92,300 or 4.6 %
ACTUAL SECONDARY
SCHOOL ENROLLMENT



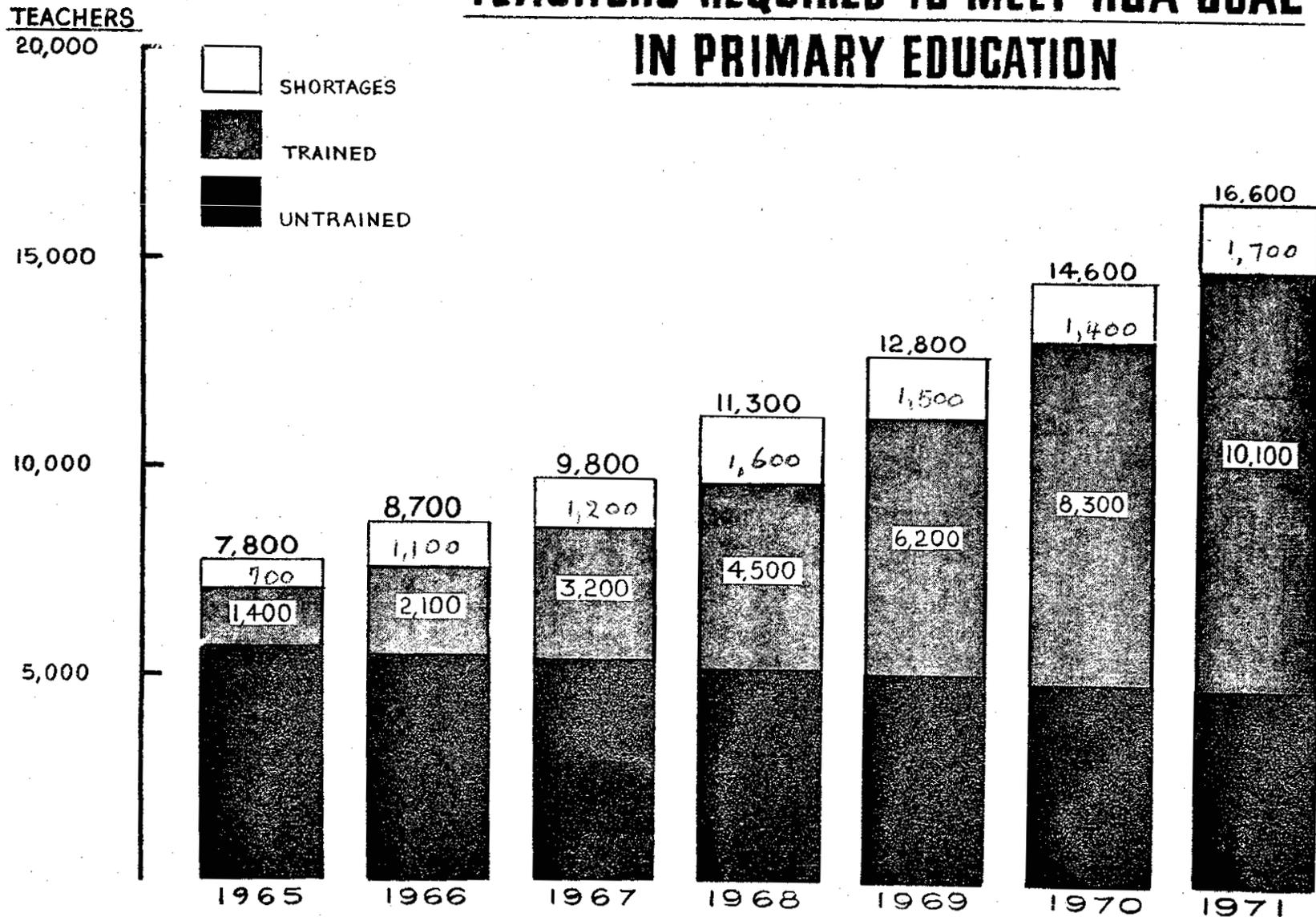
1971

RELATION OF ENROLLMENT (GRADES 7-12) TO SCHOOL AGE POPULATION

SOURCE: "LONG-TERM PROJECTIONS IN AFGHANISTAN," UNESCO REGIONAL OFFICE, BANGKOK, 1965

44

TEACHERS REQUIRED TO MEET RGA GOAL IN PRIMARY EDUCATION



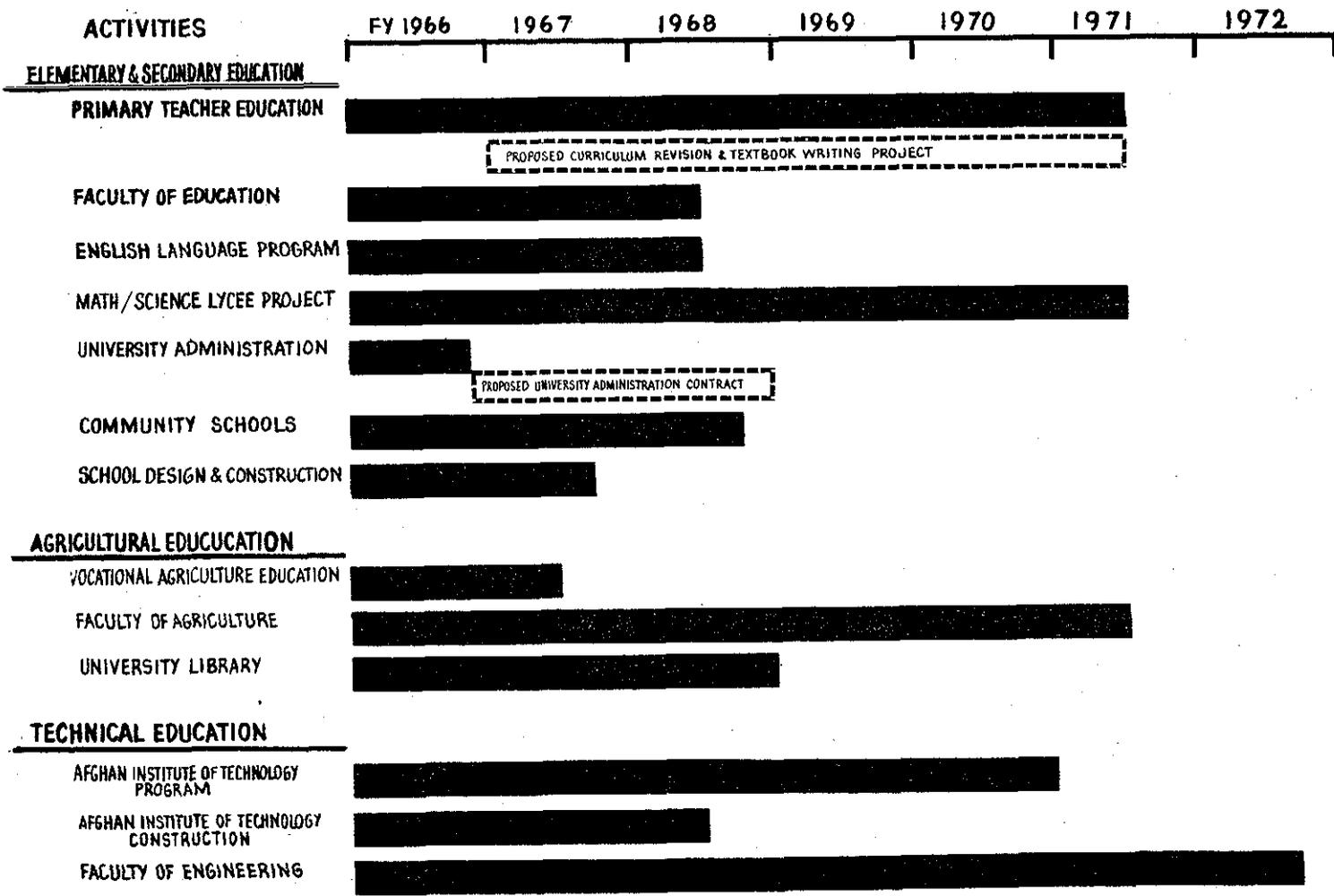
PUPIL/TEACHER RATIO REDUCED FROM 51 TO 44 PUPILS PER TEACHER

BASED ON DATA SUPPLIED BY UNESCO/MOE PLANNING STAFF JAN. 66

45

USAID EDUCATION PROGRAMS IN SUPPORT OF RGA EDUCATION GOALS

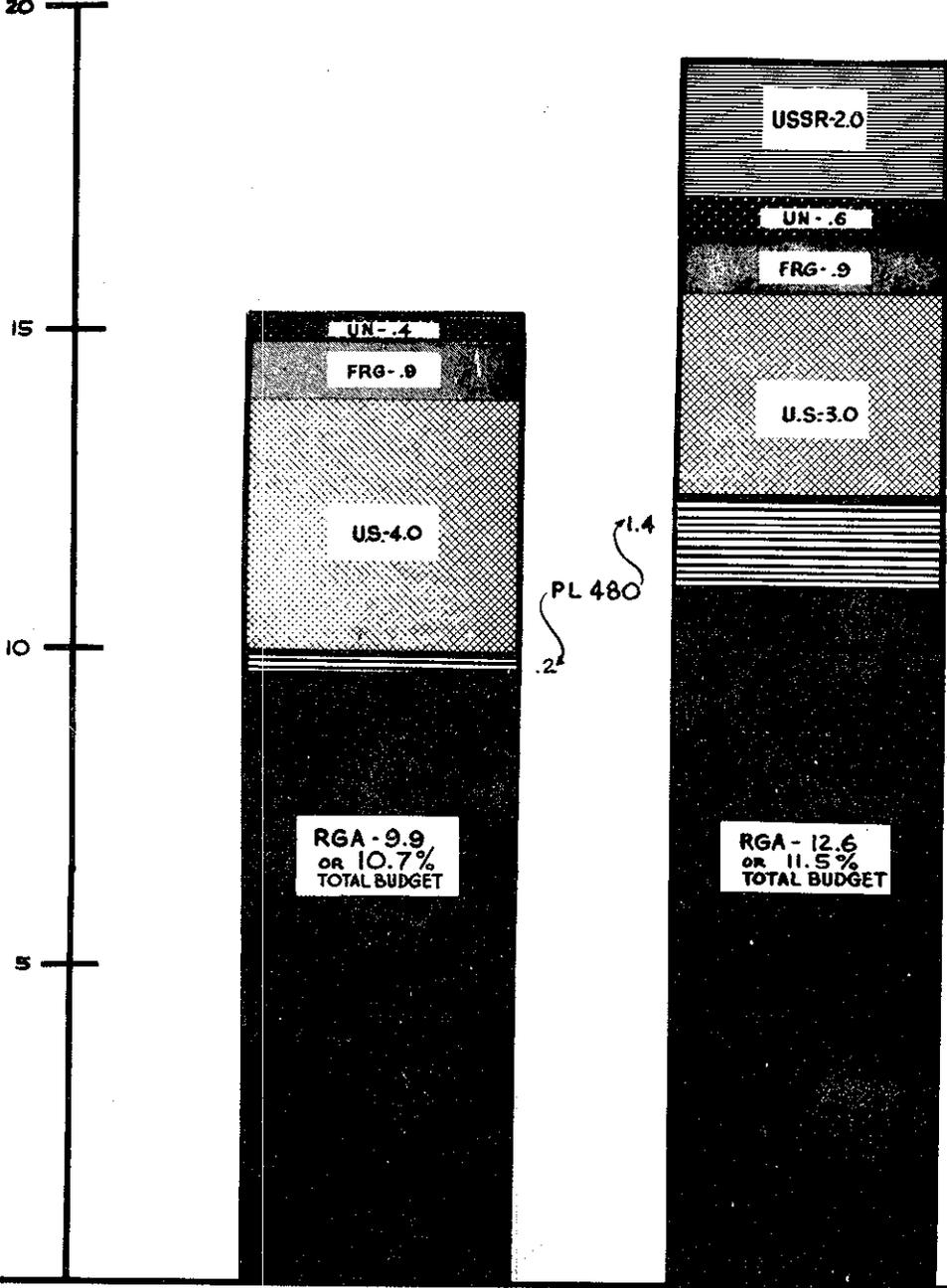
(PROJECTED TO PLANNED COMPLETION DATE)*



4/6

RGA AND PRINCIPAL DONOR CONTRIBUTIONS TO EDUCATION

MILLIONS OF
DOLLARS •
20



1964

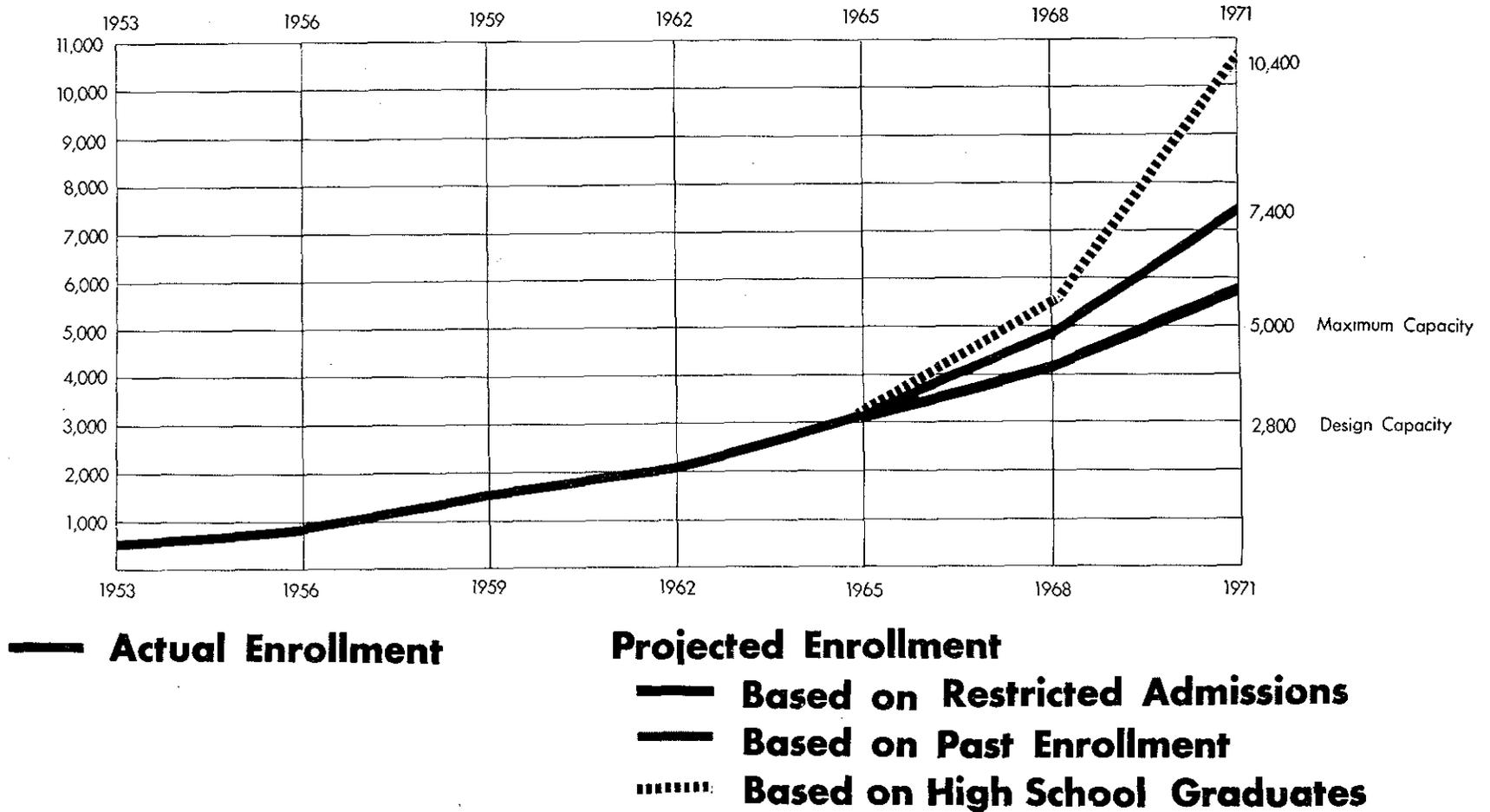
1965

TOTAL EDUCATION FUNDING	15.2	19.1
RGA BUDGET	9.9 (65.1%)	12.6 (65.7%)
FOREIGN CONTRIBUTIONS	5.3 (34.9%)	6.5 (34.3%)

KABUL UNIVERSITY

ENROLLMENT 1953-1965

ENROLLMENT PROJECTIONS 1965-1971



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